

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In order to give a basic support towards the study, the aspects of the related literature are reviewed in the chapter. It covers: definition of reading, definition of teaching reading, stages of teaching reading, techniques of teaching reading, the problems in teaching reading, and the solutions to deal with the problem in teaching reading.

#### **2.1 Reading**

Patel & Jain (2008) stated that reading is an active process which comprises of recognition and comprehension skill. It becomes the part of English skill that emphasized on the students' comprehension. It means that reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with an existing knowledge and comprehension of the information and ideas that communicated.

Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (Patel & Jain 2008). It means that reading is the way to fulfill the knowledge of some one.

#### **2.2. Teaching Reading**

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 2000). Furthermore, from all the teaching English the important one is reading skill. It supported by Kustaryo (in

Willianto2009) who state that reading is one of the important skills in learning language besides listening, speaking, and writing. The fundamental goal to any reading activity is knowing enough science concepts and knowing the language (i.e. comprehending/understanding).

According to Harmer (2007) teaching reading focuses on teaching students what they read and how well the students are able to deal with the reading material. Regarding to some explanation of the teaching reading, the researcher concludes that teaching reading is a classroom activity where the teacher teach the students how to read and comprehend what students read, the more they read the better they get at it and also students can add their vocabulary and spelling on their writing.

### **2.3. Stages of Teaching Reading**

According toWillianto (2009), there are three stages of teaching reading, they are; (a) Pre-Reading, (b) Whilst-Reading, and (c) Post-Reading. Those stages explain as follows:

#### **2.3.1 Pre-Reading**

The first stage of teaching reading is the pre-reading stage which is expected to build the students' interest and enable the students to answer all of the questions that are given by the teacher. Pre-reading is focused on the students'prior knowledge and experiences. The aim of this stage is to help the reader to understand the essential point of a written passage like a book, an article, magazine, and so on.In this case, it provides a systematic approach for gaining the most from reading material in the shortest amount of time.

Anderson (in Barhutin, 2005) also states that there are two good reasons why it should always pre-read material before reading its material entirely or before analyzing any portion of it. First, pre-reading can help to evaluate the passage, to see if it is worthwhile reading in detail. Second, it will help the students to gain understand of main structure as well as an outline of the content of the passage as a whole. Pre-reading can be done by some activities, those are:

1. Using picture. It means that the teacher gives some pictures or objects which are connected to the story. In this case, the students try to tell about the essence of the picture that the teacher gives and try to guess what the topic of reading will be about.
2. Completing the title. After determining the picture, the teacher will ask the student to find out the possible title for the picture and the students try to guess it.

### **2.3.2 Whilst-Reading**

During the activity, the teacher gives the task before the students read the text which called “surface problem”. It can be done with several activities, those are:

1. Asking simple 5w1h-question (factual), not yes-no question, because the teacher have to ask the information which is the answer cannot be *yes* or *no*.
2. Completing a table.
3. Making a list.

In this step, the students read the text quickly and do the task individually, then the teacher checks them. After finishing the surface problem activities, the

teacher provides the tasks which are given after the students read the text which called “deep problem” it can be done by:

1. Giving more difficult 5w1h-question.
2. Giving true or false statement with reason.
3. Giving problem with new words by deducting the meaning from the context.

### **2.3.3 Post-Reading**

Post-Reading is a last activity that the students have to communicate in English. It also meant to develop the students’ understanding. This activity can be done by:

1. Retelling the content of reading text. In this case, the teacher is going to know the students preparation in mastering reading text by asking the students to retell the content in their own words.
2. Summarizing the content which can be done by using the key word to summarize the content of text.
3. Giving other suitable communicative activity in the form of jumble sentences.  
In this case, the students will give a response to the problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and check the whole groups.
4. The teacher should to be certain that the class clearly knows about the objectives in reading class. The objectives or aim can be put on the poster or a chart where it can be seen by all of the students all times.

## **2.4 Techniques of Teaching Reading**

Technique is a particular strategy or procedure used to accomplish a particular objective. The techniques used by the teacher are a factor that may determine the success of instruction. Teachers who do not have a variety of techniques in teaching will be difficult to attract the attention of students in the learning process (Joyce in Barhutin, 2005). Therefore, a creative teacher is needed to get better result. Before teaching activity, a teacher should know the objective or the target of their teaching, and then he can determine what the appropriate technique to be applied among his students. Teacher's presentation may be improved. But presentation is only a part of teaching; use of the students' motivation, interest and present competence can be achieved only by an extremely sophisticated device.

Besides, technique refers to variety of exercise, activity or device used in the language classroom for realizing lesson objectives (Brown, 2000). Therefore, teachers should correct learners and teachers should perceive learner errors. It helps the teacher to understand what they should do next. Teachers should also see reading as a powerful tool for future language learning. Reading gives learners opportunities to analyze grammatical features in context, not for the sake of form, but for the sake of understanding the message.

The students' reading comprehension can be improved by teacher in his lesson; such as making assignment, selecting material, helping students to master reading passages and formulating question (what, when, where, who, why, and

how question) that could be answered by looking back at the text. These routine activities can be designed to increase the students' reading comprehension ability.

According to Walker (2000), there are some commonly applied techniques in teaching reading, they are:

#### **2.4.1 Directed Reading-Thinking Activity (DRTA)**

Directed reading thinking activity is an instructional format for teaching reading that includes three stages that are readiness for reading, active reading comprehension and reacting to the story. Its characteristics are; comprehension and contextual reading. There are five steps to apply Directed Reading Thinking Activity (DRTA) technique. Those are:

- 1) The teacher and the students discuss what they already know about the theme of the story to enhance story comprehension. In this step, the teacher asks the students to make prediction about what they will read and what they think will happen in the story based on the title, illustration, and their prior knowledge.
- 2) The students read the story silently. During this step, the teacher encourages active reading by investigating students' responses, focusing on important textual information and what the students know about that information
- 3) The teacher and the students react to the story.
- 4) The teacher leads the students to connect the story in relation to their prior knowledge.
- 5) The teacher discusses the strategies that were used to understand the story.

### **2.4.2 Directed Reading Activity (DRA)**

Directed reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role. The teacher develops background knowledge, introduces new words, and gives the students a purpose for reading comprehension. So, it can strengthen the skills and knowledge in the story. Its characteristics are: comprehension, word meanings, and word identification. There are four steps to apply Directed Reading Activity (DRA) technique. Those are:

- 1) The teacher develops readiness. This step includes activating students' prior knowledge related to the story, introducing new vocabulary and concepts, and building interest and motivation to read the selection.
- 2) The students read the story silently to answer comprehension questions directed by the teacher. During this stage, the student enhances their word recognition skills.
- 3) The teacher asks the students to support their answers by reading appropriate section in the text.
- 4) The teacher reinforces and extend concept introduced in the story. It can be done by leading the students to relate the story to their own experiences.

### **2.4.3 Echo Reading**

Echo reading is a form of modeling oral reading where the teacher reads a line of a story and student echo's his model by reading the same line, imitating his intonation and phrasing. Its characteristic are; focused in oral reading

fluency, intonation and phrasing, chunking the text of meaningful thought units, and can be applied in any kind of texts from handbook. There are four steps to apply Echo Reading technique. Those are:

- 1) The teacher selects a text around 200 words long that is near frustration level reading.
- 2) The teacher reads the text the first line of the text, accentuating appropriate phrasing and intonation
- 3) The student reads the same line, modeling the teacher's example.
- 4) The teacher and the student read in echo fashion for the entire passage, increasing the amount of the text when the student can imitate the model.

#### **2.4.4 Cloze Instruction**

Cloze instruction is a technique that develops comprehension by deleting target words from a text. So, this technique can encourage the students to think about which words would make sense in the sentence and in the context of the story. The Cloze Instruction characteristics are; reading comprehension, context clues, predicating words using sentence meaning, and it can be applied in paragraphs and stories that are coherent. There are seven steps to apply Cloze Instruction technique, there are:

- 1) The teacher selects a text of 200-400 words.
- 2) The teacher decides on the target words
- 3) The teacher systematically deletes the words from the paragraph and inserts blank for the deleted word.



- 4) The teacher asks the student to read the entire passage to get a sense of the entire meaning.
- 5) The teacher asks the student to fill in the blanks in the passage.
- 6) When the student finishes filling the blanks, the answers are evaluated as to the similarity of meaning between the deleted word and the supplied word.
- 7) The teacher asks the student to review her choices and discuss about what strategies she used to decide on the word choices.

#### **2.4.5 Repeated Reading**

Repeated reading is the oral reading of a self-selection passage until accuracy and speed are fluent and represent the natural flow of language. The Repeated Reading characteristics are; focused in in fluency, word recognition, and speed. There are five steps to apply Repeated Reading technique:

- 1) The teacher segments the text into manageable passages. It is done to make the student easier to read the text. Furthermore, the teacher should have the text copy to review the students' reading
- 2) The students' are to be explained by the teacher about the benefits and basic technique about repetition.
- 3) The student reads the text aloud and the teacher records the errors and speed. The students' error is charted by the teacher.
- 4) The student reread the passage silently while the teacher records another students' error.

- 5) The above procedure is continued until the students reach 85 words per minute.

#### **2.4.6 Summarization**

Summarization is a technique which teaches the students how to write summary of what they have read, delete unimportant information, group similar ideas decide on or invent topic sentence, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information. Its characteristics are: comprehension and comprehension monitoring. There are several steps to apply Summarization technique, those are:

- 1) The teacher selects an expository text and tells the short version of the text which contains the necessary thing.
- 2) The teacher explains the purpose of writing summary. It aims to put the important ideas together.
- 3) The students then read the selection (important ideas) and determine what it is about generally.
- 4) The teacher reads her own summary and read aloud in front of the class. After that, the students marks the information which represented by the teacher.
- 5) The teacher explaining about the rules on writing summaries by telling how the teacher writes her summary
- 6) The teacher practices how she deletes the unnecessary information. In this case the unnecessary information is not the key notion. The teacher could

tell that the students can ignore this unnecessary information. The repeated information should be considered as the unnecessary information.

- 7) The teacher practices how she combines several details into the generalized notion. In addition, she adds how to determine the topic sentences.
- 8) The students are urged to compare their work with their peers. Next, the students are to describe how they construct their summary.

## **2.5 The Problems in Teaching Reading**

The good reading teacher will always try to discover the reasons for disability in his students. There is no area of reading that is more important or that requires more careful diagnosis. According to Walker (2000), there are some basic problems in teaching reading. Each of them will be mentioned as follows:

1. The students are frustrated by the teacher's procedure in the class.
2. The students are confused in comprehending the passages of the text.
3. The students cannot follow the teacher's instruction that makes class activity passive.
4. The students cannot blend the sounds and lack of fluency in reading the text.
5. The students feel uncomfortable to do an instruction from the teacher because of poor student-teacher relations.

## **2.6 The Solutions to Deal with The Problem in Teaching Reading**

According to Walker (2000), there are some basic solutions deals with the problem in teaching reading as follows:

1. The teacher can ask the students to make a group discussion and ask them to work together in answering the material task given by the teacher.
2. The teacher can give the student a purpose for reading by asking them.
3. The teacher can ask the students to tell what has happened so far according to the text to make them curious and to check their understanding.
4. The teacher can ask the students to repeat reading the text that help them read more fluently.
5. The teacher can help the students to discuss the material and make them think actively about the passages of the text.